

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:15 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Wesley Community Center		Harris		
Vendor ID #	ESC Region #			DUNS #
74-1132578				
Mailing address			City	State
1410 Lee Street			Houston	TX
			ZIP Code	
			77009	
Primary Contact				
First name	M.I.	Last name	Title	
Linda		Flores Olson	CEO	
Telephone #	Email address		FAX #	
713-821-8912	lfolson@wesleyhousehouston.org		713-225-3449	
Secondary Contact				
First name	M.I.	Last name	Title	
Jennifer		Tucker	Chief Development Officer	
Telephone #	Email address		FAX #	
713-821-8996	jtucker@wesleyhousehouston.org		713-225-3449	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Linda		Flores Olson	CEO
Telephone #		Email address	FAX #
713-821-8912		lfolson@wesleyhousehouston.org	713-225-3449
Signature (blue ink preferred)		Date signed	

Linda Flores Olson 4/30/18

Only the legally responsible party may sign this application.

701-18-111-142

Schedule #1—General Information

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/01/2018

End date (MM/DD): 12/31/2018

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	Harris-District H	Linda Flores Olson	713-821-8912	\$188,102
	Wesley Community Center	<i>Linda Flores Olson</i>	lfolson@wesleyhousehous ton.org	
Member Districts				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				\$188,102

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Wesley Community Center invests in the potential of individuals and creates opportunities to strengthen families and build neighborhoods. Wesley Community Center has been a pillar of Houston's Near Northside neighborhood for more than 114 years. The organization has been ever responsive to the community's needs in creating opportunities for growth and development. Wesley's services provide circle of life programs for children, youth, families, and seniors in the Near Northside and surrounding areas. Our broad range of services include: *Early Childhood Education, Out-of-School Elementary and Youth Programming, Basic Needs Support, Senior Services and Economic Development Services* including financial coaching and workforce training. In 2017, Wesley Community Center served more than 20,000 individuals and worked to promote successful educational, health and economic outcomes for our community's residents.

Wesley Community Center recognizes that low-income individuals and families face a variety of challenges. The residents in the Near Northside have diverse needs and many qualify for multiple services. Wesley provides wrap-around support services that enable individuals and families to move forward. The neighborhood youth encounter specific challenges such as poverty, substandard education and limited access to enrichment opportunities. Our after-school programming strives to counteract these alarming trends. Wesley's programs offer area youth a safe environment where they have the opportunity to participate in quality after school enrichment activities. The core components of our afterschool program include:

- Academic Support—homework assistance, literacy exercises and academic tutoring
- Healthy Lifestyles—field trips, recreation, exercise, health-related projects and snacks
- Social & Emotional Learning—peer discussions and activities that promote positive social awareness
- Enrichment Activities—exposure to music, dance, art, and cultures through participatory learning
- Technology—learning appropriate use of modern technologies such as computers, internet, social media, photography, robotics and game design

Students in our service area receive limited educational support at home. Parents often have language barriers, work multiple and/or temporary jobs and have less time to dedicate to their children's academic studies. Many of the households lack the resources to address any academic or behavioral problems. Peer pressure, hunger, and very limited supplies such as computer access are additional factors that threaten the personal and educational achievement of these students.

Wesley's after school program is a high-functioning community learning center. Our programs target civic engagement that foster responsible and productive youth in the community. We also involve the parents. Parental and community involvement correlates with higher academic performance and school improvement. When schools, parents, families and communities work together to support learning, students earn higher grades. Attendance rates also improve and students increase their odds for graduation. When we strengthen our families, we strengthen the community.

For the past 114 years, Wesley has been creating opportunities that strengthen families and build neighborhoods. We believe that the neighborhood you grow up in should not define your future, and we work tirelessly to make sure that the youth in this neighborhood have the same opportunities that their more affluent peers have.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$188,102	\$	\$188,102
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$188,102	\$	\$188,102

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$188,102
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$9,405
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 74-1132578		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$36,000
5 Site coordinator (required)	2		\$63,623
6 Family engagement specialist (required)	1		\$28,000
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Part-Time Youth Coordinator	5		\$37,167
20			\$
21			\$
22	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay			\$
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$23,312
27	Subtotal substitute, extra-duty, benefits costs		\$23,312
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$188,102

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 74-1132578		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 74-1132578		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 74-1132578			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Julia Kramp, LMSW; Master's degree; extensive experience in youth programming
2.	Site Coordinator(s)	Sandra Santos; more than 3 years' experience working in youth program at Wesley Yesenia Torres; more than 3 years' experience working in youth program at Wesley
3.	Family Engagement Specialist	Sha'Na Smith; Bachelor's Degree and more than 3 years' experience working with youth

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 points.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Youth demonstrate social competence.	1. Program length; measured in post-survey.	09/04/2018	05/31/2019
		2.		
		3.		
		4.		
		5.		
2.	Youth develop a positive identity about their future.	1. Program length; measured in post-survey.	09/04/2018	05/31/2019
		2.		
		3.		
		4.		
		5.		
3.	Youth show a commitment to learning.	1. Program length; measured in post-survey.	09/04/2018	05/31/2019
		2.		
		3.		
		4.		
		5.		
4.		1.		
		2.		
		3.		
		4.		
		5.		
5.		1.		
		2.		
		3.		
		4.		
		5.		

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The proximity of Wesley Community Center to the students' schools and neighborhoods has always been an asset to the Near Northside community. Wesley is also one of the few after school enrichment programs in the area able to provide services at no cost. Families with multiple children look to Wesley because we provide care to children of all ages in addition to a wealth of services available to the entire family. Families within the Near Northside community have an average annual income of about \$29,086 compared to Houston's average of \$42,877. (City-Data, Neighborhood/Northside-Village-Houston TX). This creates an inconceivable challenge for "working poor" families and a need for services to help ensure families are well-positioned to thrive.

Wesley's programs and services include: Early Childhood Education, Out-of-School and Summer Programs, Family Empowerment Programs, A Food Co-Op, Seniors Program and a Financial Opportunity Center (FOC)

Houston's Near Northside has created a "Quality of Life Agreement (QLA)" which identified the needs of the community as identified by residents, community leaders, agencies and local businesses. The QLA uses data to determine gaps in services in the community and develop a vision and goals to create a Near Northside which is a fun and safe place to live for the residents while helping to build the wealth of families and becoming a place where young people have an abundance of educational, recreational, and cultural opportunities from which to choose.

One of the goals of the QLA is to provide enrichment, resources and educational programs for parents and families to assist them in preparing their children for school and life success. In 2015, 65% of 3rd grade students met standards on state reading assessments. Our goal is by 2020 is that 70% of 3rd grade students will meet standards on state reading assessments.

Wesley has partnered with three elementary schools in the Near Northside to work with 3-5 graders and two of the three schools have been identified as failing by the Children at Risk Annual School Rankings for 2017.

In January of 2018, Wesley's Senior leadership met with all three school principals who identified literacy and reading levels as one of the top priorities for after school and summer learning loss programs for their students.

Wesley is in the community and provides additional support for the families in this community. In addition, there is a Houston Public Library located centrally in the neighborhood. The neighborhood has a strong collaborative through the GO neighborhoods effort that maximizes the strengths of the community and its residents to create effective partnerships and engage in creating problem solving.

The Near Northside has been identified as one of Mayor Sylvester Turner's "Complete Communities". Complete Communities is an initiative to target underserved areas in Greater Houston. The goal of the initiative is to further develop these areas by way of maximizing strengths, opportunities and collaborations to ensure continuous growth and equal opportunities for all families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

Wesley stays current on the needs of our clients through our partnerships and collaboration with the schools in our community (i.e. *Sherman Elementary, Ketelsen Elementary, C. Martinez Elementary, Looscan Elementary, Marshall Middle, Fleming Middle, and Northside High Schools*). Through these collaborations we have instant access to our families as well as the students and because of these relationships, we explore continuous quality improvement (CQI). We also collaborate with other neighboring community centers, non-profit organizations, churches, and coalitions to help keep us informed about the needs and interests of the youth and families in Houston. We partner with these groups to ensure our bases are covered and that all needs are being addressed, even if we do not provide those services.

Our site-based after-school programming includes the following three locations:

- Sherman Elementary: 80% are identified as at-risk and 98% qualify for free/reduced lunch
- Looscan Elementary: 72% are identified as at-risk and 97% qualify for free/reduced lunch
- Clemente Martinez Elementary: 92% are identified as at-risk and 97% qualify for free/reduced lunch

Our after-school program is designed to give this age group a place of their own to obtain educational support, enrichment activities, and a place to develop healthy lifestyles. Research shows that this age group, if left unsupervised, is vulnerable to juvenile delinquent behaviors and poor academic achievement. Programming includes academic support, character development programs, field trips, organized sports and a variety of enrichment programs. Wesley has consistently offered this programming to meet the most critical needs of our area's youth. Key community partnerships as referenced below have been essential to our success.

Houston Children's Museum

Supports our Science, Technology, Engineering, Arts & Math program (STEAM); This kit-based program provides children with opportunities to build scientific and mathematical literacy through hands-on investigations and challenges. Trips to the Children's Museum and other training opportunities are additional program components.

YMCA Basketball

Through a partnership with the neighboring M.D. Anderson YMCA, Wesley youth participate in a competitive basketball league during the fall and winter.

Good for a Guitar

This unique program offers students the opportunity to learn how to play a guitar. Students are offered 10 weeks of lessons with a commitment to receive a guitar upon completion of the program. This program is made possible by community donors by way of our Board of Directors.

Houston Center for Photography (HCP)

Houston Center for Photography provides a uniquely tailored program called *Picture This!* The curriculum includes literacy and Social Emotional Learning (SEL) skills in the 10-week photography program.

Additional projects and partnerships include: film-making (*Aurora Picture Show*), artists/musicians/dance (*Brazilian Arts Alliance*) MECA, Houston Symphony, health & nutrition (*Houston Food Bank*) science (*Downtown Aquarium Field Trip*) and safety (*Houston Police Department*).

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County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Our programs are designed to positively impact performance. We target fluency, critical-thinking skills, reading comprehension, creativity and phonics to support the social and emotional development of our students. Students that actively participate in viable after-school programs are more likely to experience increased opportunities to learn and engage in all areas of academic support, healthy lifestyle, character development and enrichment activities. When students are able to participate in diverse learning activities, they are less likely to regress academically and socially. This helps to counteract many of the alarming factors that affect economically disadvantaged students.

Wesley Community Center's after-school programs assist with the needs of our students' academic development. Program segments such as *Homework Help*, allows for hands-on tutoring and engagement that students may miss during the course of a school day. This year, Wesley is putting special emphasis on art and literacy, as students explore how neighborhoods and cultures are affected by gentrification. This framework allows youth the opportunity to think critically about the changes around them, and undergo self-expression through writing, cinematography, storytelling and art. All of our programming aligns with our outcome statements as referenced below:

Outcome Statement: Youth demonstrate social competence.

- Social competencies are built by enhancing young people's knowledge, their sense of available options, underlying motivations, and understanding of consequences, both positive and negative.
- Youth cultivate social competencies through opportunities to practice these skills and attitudes through real-life experiences, role-playing, or simulations.

Outcome Statement: Youth develop a positive identity about their future.

- A healthy positive identity is more likely to develop when people around youth emphasize the inherent worth and value of each young person, rather than focusing on external factors, such as looks, athletic ability, intelligence, or creativity.
- Building strong, positive relationships is the foundation of a positive identity.

Outcome Statement: Youth show a commitment to learning.

- Commitment to learning focuses on motivations, goals, beliefs about themselves, values, habits, and skills for learning.
- Learning engagement is stronger when students like learning itself, rather than being motivated just to get good grades or other rewards.

Wesley Community Center's has long pioneered and facilitated the community learning center and after school programming module on Houston's Near Northside. We continue to fill the gaps to keep youth in school and on the path to graduation through targeted social skills development, exposure to opportunity and creative academic engagement. We have created robust programming that tackles the development of critical social skills that very often lead to suspensions and truancy issues.

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Wesley's after school programming places focus on

- **Academic Support-** homework assistance, literacy exercises and academic tutoring. Wesley will partner with Writers in the Schools (**WITS**) to work hand-in-hand with educators and professional writers to teach students the craft of writing. **WITS** changes the way reading and writing are taught, nurturing the growth of the imagination and awakening students to the adventures of language. We are also partnering with **LitART LEARN** which is a research based integrated thematic literacy curriculum designed specifically for after school. **LitART** is a hands-on, activity-based curriculum that engages and motivates students in reading, writing, mathematics and recreation. And, the **United Way Summer Book Club** will provide an opportunity for small group learning and fun.
- **Healthy Lifestyles-** engage youth in field trips, experiential/hands-on learning, recreation, and other projects/programs addressing health/exercise and wellness and daily nutritious meals and snacks will provided to the children. The **Houston FoodBank** will provide healthy snacks for Wesley's summer programs as well as healthy food education programs.
- **Character Development:** Partners which as **The First Tee** will introduce the game of golf to youth to shape the lives of young peoples by reinforcing values such as integrity, respect and perseverance.
- **STEAM/Enrichment Activities-** exposure to music, dance, art, and cultures through experiential/hands-on learning social emotional learning literacy activities that lead to youth maintaining and improving their academic knowledge and skills. Students that participate in after school enrichment programs are more more likely to have an increased number of opportunities to learn and practice essential skills and be engage in active learning in the areas of academic support, healthy lifestyle, character development and STEAM/enrichment activities. When students are able to participate in fun learning activities, they are less likely to regress academically. **The Children's Museum of Houston** Kit Based Program will give children the opportunities to build levels of scientific and mathematical literacy through hands-on investigations and challenges. **The Ensemble Theater's** programs will allow children to participate in activities that combine education, creative expression and theatrical performances. And, **Aurora Picture Show** will empower children and teens through hands-n creative expression.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Wesley Community Center's after school programming has historically made valuable contributions to the development of our community's youth. The programming is development based and enriches and supplements learning taught in the school and focuses on the following areas:

- **Academic Support-** homework assistance, literacy exercises and academic tutoring
- **Character Development:** helps the youth shape their lives by reinforcing values such as integrity, respect and perseverance.
- **Healthy Lifestyles-** engage youth in field trips, experiential/hands-on learning, recreation, and other projects/programs addressing health/exercise and wellness
- **STEAM/Enrichment Activities-** exposure to music, dance, art, and cultures through experiential/hands-on learning

Research has determined school aged children are especially vulnerable to both academic failure and negative peer pressure. Our program works to combat this. The students start each afternoon with 45 minutes of homework and tutoring. Students then receive a healthy snack before engaging in the rest of the programming activities. Outside programming is brought in through partnerships. Last year, Wesley Community Center served **834** youth with the following outputs/outcomes:

- **152** middle school and high school students received character development classes on site at Marshall Middle School and Northside High School.
- **256** children and youth participated in Wesley's summer program to curtail summer learning loss.
- **154** second, third, fourth and fifth graders participated in the after-school programs at Sherman Elementary and Looscan Elementary.
- **108** youth were served in the middle school and high school after-school programs.
- **106** children throughout the year were part of the elementary out of school pick up program.
- **58** children and youth participated in Wesley's scouting program.

Wesley makes continuous investment in the academic and personal success of our youth. We are an active partner in the Northside Education Coalition which provides our staff the opportunity to share information about our programs and learn from other agencies working directly with families. The vision of the Coalition is for children, parents, and educational institutions to collaborate to "ensure that all of our children, youth, parents and families receive education, support, resources and training that they need to create a brighter future." Additionally, participation in the United Way's Education Collaborative provides valuable information regarding our student's social emotional competencies and needs through yearly and summer surveys. The Collaborative also provides a space to learn about trending issues that families in the greater Houston area face and, more importantly, how to find solutions through collaborative efforts. Our program staff also have close working relationships with teachers, staff, and administrators at the ground level within the schools which has proven to be very insightful in addressing the needs of families.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Wesley Community Center employs an active marketing and communications plan to ensure information regarding our services reaches our target population, stakeholders and the community at-large. Our efforts include:

Newsletter (Paper): Sent four times per year to select mailing list of donors and potential donors (500+). The newsletter provides updates on agency programs, activities, and special events. Includes current funders, selected donors, elected officials, schools, churches, civic organizations, partners, and potential donors.

Newsletter (Email): Sent quarterly to email list (1000+). Provides regular updates on agency programs, activities, and special events. Includes funders, donors, partners, churches, corporate organizations.

Annual Report: Published once per year to coincide with the annual fiscal year. The report highlights programming outputs and outcomes, recognizes and acknowledges funders and donors for their contributions and the impacts they have yielded, serves as an important stewardship tool, and familiarizes potential funders with our programs, services and successes.

Web Site: Updated monthly to share information on programs, activities and events. Our website allows visitors and prospective donors to access program fliers and information.

Email Blast: Quick informative and timely updates are sent to volunteers, board, partners, donors, and other sub-groups.

Facebook: Provides weekly updates about programming and event activities and promotes special events and initiatives.

Wesley also keeps open lines of communication with our school's way that we are say current on needs is through surveying the parents and students at the schools. Wesley has a presence in the schools and we are able to build relationships with the school administrators, students, and parents that helps to identify and address the needs. Wesley's staff also participates in neighborhood collaborative activities such as the GO Youth program which is a task force under the GO Neighborhoods initiative. This initiative brings together community residents, schools, non-profits and businesses to maximize the strength of the community to create partnerships and engage in creative problem solving. Our youth program staff regularly attends team meetings that focus on improving the quality of our youth. They are able to report on activities at Wesley as well as learn about new opportunities within the neighborhood. The essentially helps Wesley Community Center to expand our client base, maintain our position as subject matter experts, and continue to streamline our processes for clients.

One of our recent outreach efforts includes participation in the Education Collaborative at United Way of Greater Houston. This involves a three-year research project surrounding absenteeism and collaboration with other agencies to pilot the Northside Feeder Pattern Impact Program to support academic success in dropout factory feeder patterns at Sherman and Marshall Middle Schools and Northside High School.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

There are no applicable transportation needs. Wesley's After-School Programs are facilitated on-site at each school's campus.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers are not used for Wesley Community Center's after-school programs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Wesley Community Center is a United Way agency and therefore receives significant funding for our youth programs. Our United Way allocation is also a consistent source of matching funds with no anticipated issues with securing this funding. We don't foresee that changing. Additionally, we receive several other private grants to assist with our efforts. Our solid funding base makes provisions for continued resource enhancements, high-impact training opportunities youth service professionals, and ongoing support and engagement from the community. Wesley will also continue to utilize and leverage internal and external resources through agreements with collaborative partners. This allows continued provisions for leadership training, staff development and program capacity building.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Wesley has a diverse funding base comprised of revenue from government grants, private foundations, corporations, congregations and civic organizations. Wesley also collaborates with several other area programs to maximize its reach and services, which has been especially effective in growing the children and youth programs. By partnering with entities such as AVANCE, Inc., Young Learners Charter School, Collaborative for Children, Houston Children's Museum, the local YMCA, the Houston Food Bank, and other non-profits, Wesley is able to offer high quality youth program and create impactful youth enrichment programs that would not be available otherwise.

Wesley's adoption of this very effective collaborative model (which exists throughout its programming), has resulted in the ability to effectively manage its resources while providing the greatest impact on the community. Our school-based partner sites allow us to use their space at no cost. Wesley also takes advantage of every networking opportunity by participating in United Way's Education Collaborative which offers new funding opportunities, training, and research based outcomes support.

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	Looscan Elementary 3800 Robertson St. Houston, TX 77009		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 X 3-5	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	101912197				
	Cost per student	\$600				
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Marshall Middle School	Northside High School			
	9-digit campus ID number	101912061	101912003			
	Estimated transportation time	N/A	N/A			
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Sherman Elementary 1909 McKee St. Houston, TX 77009		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 X 3-5	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	101912240				
	Cost per student	\$600				
	"Regular" student target (to be served 45 days or more annually):	50	Parent/legal guardian target (in proportion with student target):	50		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Marshall Middle School	Northside High School			
	9-digit campus ID number	101912061	101910003			
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Clemente Martinez Elementary 901 Hays St. Houston, TX 77009		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 X 3-5	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	101912289				
	Cost per student	\$375				
	"Regular" student target (to be served 45 days or more annually):	40	Parent/legal guardian target (in proportion with student target):	40		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Marshall Middle School	Northside High School			
	9-digit campus ID number	101912061	101910003			
Estimated transportation time N/A N/A						

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:		Amendment # (for amendments only):	
<input type="radio"/>	Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):

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Center 5			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:								
	Cost per student		\$						
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):					
			Feeder school #1		Feeder school #2		Feeder school #3		
	Campus name								
	9-digit campus ID number								
	Estimated transportation time								
	Name and physical address of center site:			The campus is (check all that apply):			Grade levels to be served (check all that apply):		
				<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
9-digit campus ID number:									
Cost per student			\$						
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):						
		Feeder school #1		Feeder school #2		Feeder school #3			
Campus name									
9-digit campus ID number									
Estimated transportation time									
Center 6			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:								
	Cost per student		\$						
	"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):					
			Feeder school #1		Feeder school #2		Feeder school #3		
	Campus name								
	9-digit campus ID number								
	Estimated transportation time								
	Name and physical address of center site:			The campus is (check all that apply):			Grade levels to be served (check all that apply):		
				<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR			<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
9-digit campus ID number:									
Cost per student			\$						
"Regular" student target (to be served 45 days or more annually):			Parent/legal guardian target (in proportion with student target):						
		Feeder school #1		Feeder school #2		Feeder school #3			
Campus name									
9-digit campus ID number									
Estimated transportation time									

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

U		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):
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Center 7			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							
Center 8			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							
Center 9			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:							
	Cost per student		\$					
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
			Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name							
	9-digit campus ID number							
	Estimated transportation time							

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:		Amendment # (for amendments only):	
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		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
9-digit campus ID number:				
Cost per student	\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
	Feeder school #1	Feeder school #2	Feeder school #3	
Campus name:				
9-digit campus ID number				
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Wesley Community Center is a longstanding full-service organization and community learning center that is fully-integrated and aware of community needs. We have a substantial management team where our CEO is a member of the GO Neighborhood leadership team. Together with Avenue CDC and LISC, our leaders are responsible for assessing community needs and setting community priorities. This team is also charged with improving neighborhood financial opportunities by bringing community leaders, providers, and residents together to add vital resources such as workforce training and financial education.

Our facility has operated with strategic agility for more than 113 years. This means are aware of funding trends, have organizational budget flexibility, and have the capacity to change direction quickly. It also indicates that leadership at every level understands operational needs, know when to shift priorities and is able to execute quality programs. In an organization with so many programs and the constant possibility of funding changes, without this strategic agility, Wesley would struggle to maintain our viability as an agency.

One of our fastest growing programs is our youth services program. This youth program is a part of our big picture focus to break the cycle of poverty in the Near Northside by improving a family's ability to make a living, as well as improve their children's academic performance. When families are supported, their children go to school more consistently, stay in school, and learn more. When children do better academically, they are capable of getting better jobs, are less likely to need taxpayer-funded services, and spend more money in the community. Moving people out of poverty means a stronger local economy and a healthier community. Additional funding helps us expansion efforts and overall efforts to remain fiscally responsible and allocate more for programming as opposed to overhead.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-1132578

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program evaluation is an established and continuous component of Wesley's Continuous Quality Improvement Process (CQI). Each program is evaluated through our program evaluation surveying tool as related to the following:

Program has a clearly defined target population.
 Program has a clearly defined geographic service area.
 Program understands the target population.
 Program understands its geographic service area.
 Program components are clearly defined.
 The program has demonstrated need and demand for each service component.
 Program staffing is appropriate to operate the program and its stated purpose.
 Program services make sense for the target population.
 Program services are designed to meet the target population's goals and needs.
 Collaborates to improve quality/quantity of services.

We also maintain a dedicated CQI task force that further evaluates collected data. This task force explores outcomes and outputs per program and prioritizes on next plans of action.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 74-1132578

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☒ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☒ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☒ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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